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Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

# Model Lesson Plan

## Social Studies Grade 6

### Topic 5 - Negative/Positive Stereotypes and Identity

#### Stage 1 Desired Results

**Established Goal:**

Understand that there are both positive and negative stereotypes that influence individual identity. (GLE 6.2.2)

**Understandings:**

- Stereotyping occurs when a people are classified according to perceived group characteristics. [EU2]
- Stereotyping a person according to perceived group characteristics can be harmful. [EU2]
- Misconceptions about people need to be corrected whenever noted in one's reading and discussions. [EU2]
- Good readers identify stereotypes and misconceptions.

**Essential Questions:**

- How does who I am shape my views?
- What stereotype was created? How?
- What are the limits of my understanding?
- What might I misunderstand because of my own prejudices, habits, and/or styles?
- What makes sense?
- What was the writer/artist/performer feeling, thinking, seeing, and trying to make me feel and see?
- What were the intended and unintended effects?

***Students will be able to...***

- Show respect and awareness of another's culture.
- Identify stereotypes created by an author in a story or book.
- Explain how one's identity is affected by stereotypes.
- Identify stereotypical comments in a story, and as a member of a group, discuss and rewrite one comment so that it no longer contains a stereotype.

***Students will know...***

- Stereotyping Indian behaviors has caused permanent harm to individuals and tribes.
- Some books and materials contain stereotypes based on perceptions about Indians.
- Good readers identify the stereotypes and misconceptions they read, and identify the intended and unintended effects of such comments.

#### Stage 2 Assessment Evidence

**Performance Tasks:**

1. Read and discuss a book which contains stereotypes, or describes the results of stereotyping.
2. Identify stereotypes (negative/positive) and discuss how you would feel if a negative comment were made about you.
3. As a group member, rewrite a comment/passage that contains a stereotype; what did your group do to remove the stereotype or prejudiced comment?



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### Stage 3 Learning Plan

#### Learning Activities:

Introduce the book/story and explain the special purpose of the lesson (see Established Goals and Understandings). It is suggested to pick out a book that some of the students may have already read such as *Indian In The Cupboard*.

Prior to the lesson pick out key passages from the "Books to avoid" list on the Oyate Website – [www.oyate.org](http://www.oyate.org). Many of these books are probably in your local library. Display text on an overhead or have handouts made. For purposes of time it might be good to only focus on select passages from a few books to make sure students understand the issues of perspective, bias and stereotyping that occurs in literature.

**Key point: Make sure to emphasize with students that the author probably did not intentionally set out to write a biased piece of literature but that they were writing with limited knowledge or from a certain perspective/viewpoint that was not inclusive of American Indian voices.**

Use the Essential Question starters to formulate key questions most pertinent to the work being read. Discuss the work in small segments so that students are able to identify stereotypes, prejudices and issues occurring in the material.

Stop at pivotal points and ensure that discussion identifies the stereotypes, prejudices and issues; make sure that students know the problems that occur as a result. Ensure that students utilize their Glossaries to briefly identify terms such as *stereotypes*, *prejudice* and *identity*. Glossary of terms with definitions can be accessed at: <http://www.opi.mt.gov/indianed/SocialStudies.html>

Perform group rewrites of a few stereotypical passages so that students learn to evaluate the writer's ideas. It is important they participate as a group to change a perception.

This particular lesson may take 2 days (50-minute periods), depending on the particular books utilized. Discussion and frequent active rethinking should keep student engagement and learning high.

#### Materials/Resources Needed:

For a review of books which contain numerous negative stereotypes visit the Oyate Website. Numerous examples of bias and misinformation in children's literature regarding American Indians can be found here: <http://www.oyate.org/books-to-avoid/index.html>



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This resource was developed by OPI and has some excellent information regarding American Indian Literature.  
<http://www.opi.mt.gov/pdf/indianed/EvalAmIndianMaterials.pdf>

This resource was sent to every school library – please visit your local librarian to check it out.

Seale, Doris and Beverly Slapin, eds. *A Broken Flute: The Native Experience in Books for Children*. Berkeley, CA: Oyate Press, 2005. 463 pages. ISBN: 0-7591-0778-5

*A Broken Flute* deals with the issue of cultural appropriation in books for children, and evaluates hundreds of books for children and teenagers published from the early 1900s through 2004. According to a review in "Multicultural Review," it is "as close to comprehensive as a bibliography on a given subject can get." "Equally valuable," the review continues, "are the reflections of the reviewers and their children about the negative images perpetrated by mainstream society and its educational system as well as their own efforts to make their voices heard."